

**THE SPELLINGS OF /K/
LESSON: 3
/K/ SPELLED “K” LESSON**

Objective: TLW spell the initial /k/ with a “K.”

Phonemic Awareness Warm-up: Segment words that have the /k/ sound spelled with a “k” using your arm or fingers. Have students identify that the /k/ is found at the beginning of the words. Words you can use: keep, ketchup, kids, king, kitten

Decoding Practice: Write these words on a white board for the students. Show them how to “touch-and-say.” Underline the vowel right after the “k.” For example: keep, ketchup, kids, king, kitten. Explain that /k/ has to be spelled with a “k” in these words because the vowels could soften the “c.”

Connected Text or Fluency Builder: **Connected Text-**Use the attached dictation sentences for the students to practice decoding these words in text. **Fluency Builder: (Not available for every lesson)** Practice reading words with the initial /k/ sound spelling with a “k.” Time the students to develop fluency and automaticity.

Dictation: Pass out white boards. Have the students segment and spell teacher-given words. Use new words to test the pattern: kiss, Kyle, kitchen, key, kindergarten. Have them segment all the sounds in the words and draw sound lines. Ask the students to map the second sound, before deciding that /k/ should be spelled with a “k” in these words. For example: kit: student writes

- (1) i
(2) k i
(3) k i t